

Student Questions - Wrapping Up the Unit

Grades 9-12, Lesson 15

Student Learning Objectives

The student will be able to ...

1. identify reliable resources for information about sexual and reproductive health and for obtaining health care (e.g., family planning clinics, STD testing and treatment centers, sexual violence programs).
2. educate peers and communicate with family members, partners and health care providers regarding pregnancy and STD prevention, sexual exploitation and healthy relationships, and sexual and reproductive health.

Agenda

1. Share with students a quote to encourage the asking of questions and to elevate those who ask.
2. Respond aloud to students' anonymous and verbal questions, using the class to answer those they can ... to both review the unit and support students' perceptions of their own competence with regard to sexual and reproductive health.
3. Identify and explore web resources and phone and text hotlines for on-going learning.
4. Use the *End of Unit Visual* and conduct a writing-and-anonymous-sharing activity to reinforce the key concepts of the unit.

This lesson was most recently edited on January 20, 2011.

Materials Needed

Student materials

- None

Classroom materials

- **Somewhere to write or draw**, as needed (e.g., a white board, an overhead projector, an easel pad)
- **A laptop and projector, if possible**, so that you can show students where you went online and where they might go in the future for trustworthy sexual health information.

Teacher Preparation

The day before the lesson ...

- Take students' anonymous questions home the night before the lesson. It will give you a chance to research answers, if necessary, and to frame age-appropriate, respectful explanations. Sort the questions into two categories:
 - Those that address issues you haven't already answered in the unit.
 - Those (which may have been written before you began) that can be used to review and reinforce ground you *have* covered in the unit.

Standards

National Health Education Standard

- **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.
 - Performance Indicator 3.12.1** Evaluate the validity of health information, products, and services.
 - Performance Indicator 3.12.2** Use resources from home, school, and community that provide valid health information.
 - Performance Indicator 3.12.3** Determine the accessibility of products and services that enhance health.
 - Performance Indicator 3.12.5** Access valid and reliable health products and services.

Washington State Health Education Standard

- **Essential Academic Learning Requirement (EALR) 3:** The student analyzes and evaluates the impact of real-life influences on health.
 - Component 3.2:** Evaluates health and fitness information.
 - Grade Level Expectations (GLE) 3.2.1:** Evaluates health and fitness information, products, and services.

Activities

NOTE: Instructions to you are in regular font. A suggested script is in *italics*. Feel free to modify the script to your style and your students' needs.

1. Share with students a quote to encourage the asking of questions and to elevate those who ask.

Share this quote:

"Millions saw the apple fall, but Newton was the one who asked why."
-- Bernard Baruch

Explain that you believe that asking is what brilliant people do. And that, in a class like this, asking is also a gift to the classmates who may not know either, but who may be too shy to ask. Explain that today is folks' last chance to get their questions answered in this unit, and that it will also be a kind of review, since many of the questions in the anonymous question envelope were written at the beginning of the unit ... and have probably been answered already.

Remind people of the ground rules and that it is especially important to show respect for the askers, even when you're the one reading their questions aloud.

2. Respond aloud to students' anonymous and verbal questions, using the class to answer those they can ... to both review the unit and support students' perceptions of their own competence with regard to sexual and reproductive health.

Begin with questions that address issues you haven't already answered in the unit.

See pages 17-23 in the "Important Reading for Teachers" section of this curriculum for suggestions about handling various types of questions – those that are factual, value laden ones, those containing slang, personal questions, and questions you don't understand or know the answer to.

After completing those that raise *new* issues, turn to the questions that can be used to review and reinforce ground you have covered in the unit. You can vary how you use them.

- For some, you will want to have students turn to a neighbor and answer the question. This engages every student and encourages them to articulate what they have learned. For example:
- "Somebody asked how birth control pills work. Turn to the person next to you and tell them...OK, how many of you said something about preventing ovulation or keeping eggs from leaving the ovaries? Great. You all got it."
- For other questions, you can have students vote by standing. For instance:
- "So this one asks about how many people your age have had sex. If you think the majority of high school students has had sex, stand up...good, almost all of you remember that the majority – 6 in 10 – have actually abstained so far."

- Finally, for some you may ask students to write their answers and invite volunteers to read their answers aloud. For example:
- “This one asks what a person should do if their friend is raped. Everybody take just one minute and write some answers...OK, let’s hear 3 people’s recommendations. Who wants to share what you wrote?”

Wrap up answering students’ questions 10 minutes before the end of the period to allow for activities 3 and 4, below.

3. Identify and explore web resources and phone and text hotlines for on-going learning.

Visit these web sites with your class, if you have Internet access:

- www.sexetc.org: *Sex, Etc.*, a project of Answer and Rutgers University, offers sex education by teens for teens, including forums, videos, blogs and a confidential ask-the-experts function.
- www.youthresource.org: *Youth Resource* is a project of Advocates for Youth’s Amplify Your Voice. It offers sex education by and for lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people.
- www.itsyoursexlife.org: *It’s Your Sex Life*, from MTV & the Henry J. Kaiser Family Foundation, is an HIV and other STD site focused on decision-making, communication, protection and testing.
- www.rainn.org: *The Rape, Abuse and Incest National Network* is a national sexual assault organization. The site provides sexual assault information including a page to search for local crisis resources.
- www.safeschoolscoalition.org/youth/index.html: *Safe Schools Coalition’s* youth page offers resources for LGBTQ young people on everything from cyber-bullying to scholarships to suicide.
- www.plannedparenthood.org/info-for-teens/: *Info for Teens* is Planned Parenthood’s page offering relationship and sexual health information.

And if you teach in King County, Washington:

- www.teenclinic.com: *TeenClinic.Com* is a service of Public Health – Seattle & King County. The site offers up-to-date information from the publishers of the **FLASH** curricula about birth control, STDs and public health teen clinics.

4. Use the *End of Unit Transparency* and conduct a writing-and-anonymous-sharing activity to reinforce the key concepts of the unit.

The *End of Unit Transparency* provides journaling prompts. Allow students 5 minutes to journal on a clean sheet of paper.

If time allows, ask those who are willing to share anonymously what they wrote to hold up their papers for you to collect. Close by reading aloud excerpts from their papers without disclosing who the authors were.

Close the unit by telling the class something about your hopes for them, something like this:

People, I want to thank you for a great unit. I hope you'll find ways in your own lives and as educators for friends and family members, to use everything you've learned. I hope the unit will give you tools for abstaining from sex at the times in your lives when that's your decision. I hope it will give you tools for delaying becoming parents or, for those of you who already have children, ways to delay your next child. I hope it will give you strategies for reducing your risk of STDs. I hope you've learned things that will help you not to ever coerce, manipulate or be aggressive toward a partner and never to let anyone do those things to you. And that having had this class, you'll never harass someone because of their gender, their gender identity or their sexual orientation. Or allow your friends or acquaintances to get away with harassment ... in person or online. Bottom line: I hope it will help you to stay safe and to have great, healthy, loving relationships throughout your lives.

There is no recommended homework for this lesson.

End of the Unit Visual

Journal about any of these themes:

1. Protection can be fun.

2. Abstaining is easier if ...

3. Condoms are comfortable if ...

4. IUDs and Implants are great for ...

5. Getting tested for HIV is hot.

6. I will avoid getting an STD by ...

7. In a relationship, I deserve ...

8. I will stand up for myself by ...

9. I have learned in this unit that ...